

LATIN NOTES

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AN ENGLISH SCHOOL BOY'S LATIN TRAINING A HUNDRED YEARS AGO

In this present day of active interest in the teaching of the classics in our secondary schools and of firm determination to set up a high standard of excellence in the work to be covered by the student when sufficiently spurred on by a wide-awake teacher, it is most interesting and illuminating to turn for a moment to an account given by an eminent writer of the past century of his classical education in a highly respected institution of learning in England more than a hundred years ago.

Thomas Adolphus Trollope, brother of the more famous novelist, Anthony Trollope, began his Latin training at the early age of six under the vigilant eyes of an unusually severe father. In his delightful autobiography entitled "What I Remember," looking back over a long span of years, he gives the following account of that vivid experience. To quote his own picturesque language (he has just spoken of his daily walks in London with his father):

"The occasion of these walks... through the squares I have named... was one the painful nature of which has fixed it in my memory indelibly.

"*Infandum memoria iubet renovare dolorem.*" "For the object of these walks was the rendering an account of the morning's studies. I was about six years old when, under my father's auspices, I was first introduced to the 'Eton Latin Grammar.' He was a Wykehamist, had been a fellow of New College, and had a Vinerian fellowship. And his great ambition was that his eldest son, myself, should tread in his steps and pursue the same career. *Dis aliter visum!* as regards at least the latter stages of that career. For I did become, and am, a Wykehamist, as much as eight years at *Coll. B. M. Winton prope Winton* can make me. Of which more anon.

"For the present I see myself alone in the back drawing room of No. 16 Keppel Street, in which the family breakfast took place... at seven A. M., on my knees before the sofa, with my head in my hands and my eyes fixed on the 'Eton Latin Grammar' laid on the sofa cushion before me. My parents had not yet come down to breakfast, nor had the tea-urn been brought up by the footman... Certainly at the present day an equally unpretending household would be burdened by no footman. But on this morning which memory is recalling to me the footman was coming up with the urn, and my parents were coming down to breakfast, probably simultaneously; and the question of the hour was whether I could get the due relationship of *relative* and *antecedent* into my little head before the two events arrived.

"And that, as I remember it, was the almost unvaried routine for more than a year or two. I think,

however, that the walks of which I was speaking... must have belonged to a time a little, but not much later, for I had then advanced to the making of Latin verses. We used to begin in those days by making 'nonsense verses.' And many of us ended in the same way! The next step—*Gradus ad Parnassum*—consisted in turning into Latin verse certain English materials provided for the purpose, and so cunningly prepared as to fall easily and almost inevitably into the required form. And these were the studies which, as I specially remember, were the subject of rehearsal during those walks..."

Very amusing is his description of the breathlessness of this daily promenade.

"He was a fast walker; and as we (the author and his brother) trotted along, one on each side of him, the repetition of our morning's poetic achievements did not tend, as I well remember, to facilitate the difficulty of 'keeping our wind.'

"But what has probably fixed all this in my mind during nearly three quarters of a century was my father's pat application of one of our lines to the difficulties of those peripatetic poetizings. 'Muse and sound of wheel do not well agree,' read the cunningly prepared original which the *alumnus*, with wonderful sagacity, was to turn into '*Non bene conveniunt Musa rotaeque sonus.*' 'That,' said my father, as he turned sharp round the corner into the comparative quiet of Featherstone Buildings, 'is exactly why I turned out of Holborn.' "

One marvels at the clearness of memory in regard to such minute details in a man of his advanced years. Will the modern methods of "Latin for the Seven-Year-Old" leave such indelible traces as this on the minds of the present-day generation?

Meanwhile our author reaches the age of eight, and his family removes to Harrow. The instruction continues remorselessly, and the father used to sit, during the detested Latin lessons, with his arm over his son's chair, "so that his hand might be ready to inflict an instantaneous pull of the hair as the *poena* (by no means *pede claudo*) for every blundered concord or false quantity; the result being to the scholar a nervous state of expectancy, not judiciously calculated to increase intellectual receptivity."

Upon one memorable occasion the glorious prospect of a long carriage ride with his father and mother is effectually clouded over almost at the very start.

"We had not proceeded many miles before an *amari aliquid* disclosed itself of a very distressing kind. I was seated on a little box placed on the floor of the gig... and was 'as happy as a prince,' or probably much happier than any contemporaneous prince then in Christendom, when my father produced from out of the

driving-seat beneath him a Delphin 'Vergil' and intimated to me that our journey must by no means entail an entire interruption of my education; that our traveling was not at all incompatible with a little study; and that he was ready to hear me 'construe'... My mother remonstrated, but in vain... I think, however, that she must have subsequently renewed her pleadings, for on the third day's journey the 'Vergil' was not brought out. It was reserved for the days when we were stationary, but no longer poisoned our absolute travel."

Imagine such a situation today!

But it had been "written in the book of fate" that young Trollope was to go to Winchester in the year 1820 when he was ten years old. And so, in the "fateful year, after a perfunctory examination in *plano cantu*, or plain chant," the frightened candidate who had anticipated a cruel grilling from that pompous group of electors before whom he passed, finds himself "a member of William of Wykeham's College, *Sancta Maria de Winton prope Winton*."

Follows a rather detailed account of life at Winton, beginning with the recreation periods and the recess hours, undoubtedly "of pleasing memory." There was a hill beyond the school and on its summit a clump of firs surrounded by "an unusually well-marked circumvallation of (presumably) a Roman camp." Here the boys loved to climb when released from their studies for a while, and it "was the duty of the three juniors in college," continues our author, "one of whom I was during my first half year, to 'call *domum*.' When the time came for returning to college, one of those three walked over the top of the hill from one side to the other, while the other two went round the circumvallation—each one half of it—calling perpetually, '*Domum, domum*,' as loudly as they could."

At times the temptation to roam still further proved unendurable, and young Trollope, though by now a dignified "prefect" in his third or fourth year, had to submit to the customary punishment of "learning by heart one of the epistles of Horace." "Prefects," he explains further, "learned their 'impositions' by heart, inferiors wrote them."

And now let us step over the threshold of that school of long ago. "On one of the white-washed walls of the huge school room was an inscription conceived and illustrated as follows: '*Aut disce*,' and there followed a depicted book and inkstand; '*Aut discede*,' followed by a handsomely painted sword, as who should say, 'Go and be a soldier'... and then, lastly, '*Manet sors tertia caedi*,' followed by the portraiture of a rod."

Observe now the nature of a daily assignment in Latin for a youngster in the year 1822.

"Every inferior, that is, non-prefect, in the school was required every night to produce a copy of verses of from two to six lines on a given theme; four or six lines for the upper classes, two for the lowest. This was independent of a weekly 'verse task' of greater length, and was called a '*vulgus*,' I suppose because everybody—the *vulgus*—had to do it. The prefects were exercised in the same manner but with a difference. Immediately before going out from morning or from evening school... the '*informator*' would give a theme, and each boy was expected then and there, without the assistance of pen, paper, or any books, to compose a couple, or two couples, of lines and give them *viva voce*. He got up, and scraped with his feet to call the master's attention when he was ready, and as not above five or ten minutes were available for the business, a considerable degree of promptitude was requisite. The theory was that these compositions—'varying' was the term in the case of the prefects—should be epigrammatic in their nature, and that Martial rather than Ovid should be the model. Of course but little of an

epigrammatic nature was for the most part achieved; but great readiness was made habitual by the practice.

"I am tempted to give one instance of such a 'varying.' It belonged to an earlier time than mine—the time when '*Decus et tutamen*' was adopted as the motto cut on the rim of the five-shilling pieces. The author of the 'varying' in question had been ill with fever, and his head had been shaved, causing him to wear a wig. *Decus et tutamen* was the theme given. In a minute or two he was ready, stood up, and, taking off his wig, said, '*Aspice hos crines! duplicem servantur in usum! hi mihi tutamen nocte*,'—putting the wig on wrong side outwards; '*dieque decus*,' reversing it as he spoke the words. The memory of this 'varying' lives—or lived at Winchester. But I do not think it has ever been published, and really it deserves preservation."

With this amusing account the author of that highly entertaining book passes on to other occurrences of his youthful days. One marvels at the photographic sharpness with which, to use the writer's own words, "those singular palimpsests, the tablets of memory" have recorded the events of a lifetime of nearly four-score years, but perhaps nothing surprises one quite so much as the indelible impression left upon that child mind by the intensive methods of teaching used in the English schools of that day.

New York, N. Y.

MARGUERITE KRETSCHMER

COURSES FOR THE TRAINING OF LATIN TEACHERS

INTRODUCTORY NOTE:—

When the Editor sent out some weeks ago to some of the leading teachers in charge of training courses for Latin instructors a request for suggestions as to ways of improving results as shown by examinations and reports at the end of the term, she fully expected to contribute her own experiences. But, recalling the very considerable amount of material on this subject in the Latin Notes, Supplements, and Bulletins of the last eight years, largely setting forth her own views, her resolution weakened, and fled altogether as she roughly classified for a bulletin now in press, entitled "The Service Bureau for Classical Teachers," the hundreds of "Requests for Help" sent in to the Bureau.

Since this Bulletin will be sent out free of charge to any professionally-minded educator who wants to know just what experienced and inexperienced teachers are seeking, it seems idle for the director of the Bureau to list essentials which are so clearly and passionately expressed on the 25 pages of eight point type which make up this topic in the Bulletin. It is hoped that the Service Bureau chairmen and other leading teachers in the various states will see that certain principals, superintendents, and school board heads receive a copy. Of course, no names are attached to the requests.

Meanwhile, any one desiring to see an outline of the editor's "Teachers' Course" may find it in the Notes for November 1929, or may secure a mimeographed copy by writing to the Service Bureau. The writers who have been kind enough to send short articles on the subject of content for a teachers' course will be glad to forward an outline of their procedure.

Finally, those of us who are striving for ideal results in our work and as far as is humanly possible are leaving nothing undone in the way of effort to secure them, may perhaps receive a bit of satisfaction by now and then recalling these lines from the poem by Edna St. Vincent Millay:

"I burn my candle at both ends—
It will not last the night;
But ah, my foes, and O, my friends,
It gives a lovely light!"

My Course for the Training of Latin Teachers—Some Reflections at the End of the Semester

FRED S. DUNHAM, Assistant Professor of Latin and of the Teaching of Latin, University of Michigan.¹

When I look back over the course in the Teaching of Latin which has just been completed, and consider the various reactions of the student-teachers, I find my reflections are mingled with satisfactions and shortcomings. The former supply the enthusiasm, the latter the hopes for further improvement of the course. The reader will better understand the status of the course if he is informed that the instructor teaches in conjunction with it a demonstration class in the University High School where he must make good in practice the theory which he has advanced. In this class and in other Latin classes given in the High School the student-teachers are required to do their directed teaching. This happy combination of the laboratory with a lecture-discussion class provides an excellent means for a "running inventory," as to the effectiveness of activities, methods, and outcomes, and for modifications of emphasis as the need arises.

A consideration of the reactions of the students who have taken the course, tempered by my own judgment, leads to several very definite conclusions:

1. No one method is the "best" method.
2. The inductive process is valuable in developing new material. A challenge to be met, or a problem to be solved, seldom fails to elicit the pupil's interest.
3. Initial learning must come in the psychological order, which means simply that the teacher must be prepared to teach a new unit of learning "when, as, and if" needed. This principle has a close bearing upon purposeful activity or, as Professor Kilpatrick would say, the child's whole-hearted acceptance.
4. "Tying-up" and summarizing activities are equally valuable. Unless forms, for example, are eventually collected and "stamped in" by systematic declension and conjugation, the pupil will not remember and he will eventually be lost in the woods which he will not be able to see for the trees.
5. Oral use of Latin is especially important. Pupils need much practice in hearing and saying Latin without the use of their books. The Latin question is extremely helpful.
6. The value of associative Latin-Latin, English-Latin, and Latin-English word studies in the teaching of vocabulary is clearly recognized.
7. Pupils need constant practice in recognizing forms and in developing a feeling for their function, without emphasis upon the niceties of classification.
8. The English paraphrase and questions in English are valuable devices for testing comprehension.
9. The student-teachers are agreed that there should be extensive use of concurrent cultural aims ("concordant aims," as one student not inaptly called them).
10. The students are unanimous in their belief that the study and discussion of the newer textbooks and other teaching material has been helpful. As a result of their enthusiasm for this unit of the course I am planning to double the amount of time devoted to it.

The following statement written by a student in her bluebook is indicative of the general need for courses in methods of teaching Latin:

"I believe the phases of the work in D130 which have been most helpful to me as a prospective teacher of Latin are the methods which have been employed. The reason that I am particularly interested in them may be due to my skeptical attitude toward a change of method. Of course I had been taught by the old

grammar method and was inclined to think that very little good could come from a class taught in any other way. The various activities which have been employed have made Latin a new subject to my way of thinking. It is astonishing to see children work out the meanings of words and constructions they have never seen before, to form recipes for tenses of verbs and to answer Latin questions in the order in which they have been asked. The children actually understand Latin as Latin and like it better than we did.

"The change in content makes these methods possible; for now the books are so arranged that grammar can be taught functionally and pupils taught inductively. The remarkable way in which the word studies are motivated and the surprising manner, fluency, and accuracy which the pupils employ in using the English derivatives in sentences has made a deep impression on me."

Are We Helping Where Help Is Most Needed?

We teachers of courses in "Special Methods" like to think that our work has values for prospective teachers which are more direct and obvious than that of any other course included under the general head of "Education,"—with the admitted exception of a well organized course in directed teaching. We are not infrequently encouraged in this belief by the testimony of students for whom the course in special methods has served as a precipitant and clarifier of ideas gained in other courses in education (e. g., History of Education, Educational Psychology, General Methods) and as a basis for organizing for active use the knowledges and skills gained in their long series of courses in subject matter.

The above statements are especially true, if they are true at all, in the case of the typical course in "special methods" given in the senior year of a Liberal Arts or Teachers College to young men and women who as a usual thing have had no actual teaching experience. But, in such a situation, I have often felt that even a "special methods" course is likely to prove "just another course" in Education,—through consisting too much of theory and through possessing too little practical value toward getting or holding a job for the next school year.

In my own experience (and I understand that the Editor of Notes wants us to participate in a sort of "experience meeting") I have found that I could soon pick out those members of a new class in special methods who had had any teaching experience,—if in no other way, by a knowing nodding of the head when I mentioned a typical classroom situation in an attempt to illustrate a point of theory which I was discussing. In contrast with the alert interest of these "veterans" the average undergraduate is likely to busy himself with the taking of notes against the day of the course examination.

It is such experiences as this which have led many of us to feel sometimes that a special methods course would be much more profitable for most students if taken *after* rather than *before* a period of actual full-time teaching experience. In most communities however the special methods course is a legal prerequisite to actual teaching experience in the public schools. Practically therefore the typical special methods course must be administered to undergraduates who have taken or are taking one or more general courses in Education, but who have had or are having no actual full-time teaching experience. The question therefore arises: What should be the objectives in such a course and what organization of teaching material will best attain these objectives?

¹An outline of the course will be sent on application.

A careful examination of the outline of courses commonly offered under the title of "special methods" courses in the teaching of Latin reveals the fact that professionalized subject matter enters very largely into many of these offerings. In the opinion of the present writer this type of material may properly enough form part of a separate course or of separate courses, but it should not bulk large in special methods, certainly not to such an extent as to crowd out the topics which by common consent are proper for such a course, e. g., the place and purpose of Latin in secondary education, the major objectives in the study of Latin, the content of the course for secondary schools, methods of teaching, text-books, and other teaching material, etc.

Furthermore, to compensate the typical undergraduate for his lack of teaching experience a considerable amount of directed observation (or better still, of directed teaching) should be a part of the special methods course or run parallel to it. I make that statement on the basis of a good many years of experience with special methods courses for undergraduates in which the all but universal testimony of the students themselves has been that the directed observation (or directed teaching) was in their opinion the most helpful part of the course. The various reasons which the students have given for this may be reduced to two:

1. Observations make concrete the theories and principles being discussed in the course—that is, they keep it from being "just another course" in theory.
2. The observations provide the students with visual and verbal memories of many typical classroom situations—that is, they give the students vicarious experience in advance in the jobs they hope to have the following school year.

So far I have discussed the typical special methods course for undergraduates. I have also had some experience with classes made up chiefly of graduate students who have had more or less teaching experience. In such classes the emphasis may well be shifted. Student testimony commonly gives less value to observation and more value to the discussion and readings on problems and principles. A recent poll of a class of graduate students gave the highest place to the phase of the work devoted to the evaluation of objectives (ultimate and immediate) and to an organization of classroom activities on the basis of those objectives considered most valid. Even by this group the required classroom observations were considered second highest in value.

I am sure that none of us is satisfied with his present course in special methods. But I am equally sure that none of us believes that a teacher or prospective teacher of Latin can get either in academic courses in subject matter or "professionalized subject matter" on the one hand or in professional courses in general methods on the other hand the best opportunity to tie up facts and theories with specific task for which they are preparing themselves, namely to teach boys and girls certain desirable knowledges, abilities, skills, habits, attitudes, and ideals by means of Latin language, literature and life.

Some Reflections on My Course for the Training of Teachers

DORRANCE S. WHITE, University of Iowa

HAVE A REAL DESIRE TO TEACH

I try to impress my pupils in this kind of work with the fact that the first and most important principle for success in teaching is a real desire to teach. I believe that this is generally born with the individual's personality,

but it may be acquired as the young teacher more nearly approaches the point of mastery of her subject. If it is not present, all the courses in education offered by the best university and teachers' college will avail nothing. When we cast a look back over the history of the classics, we note that the great teachers, those who inspired their pupils and accomplished great works in their field, were men and women who knew little of the principles of education. The young men and women whom we are training to teach Latin and Greek today should know enough about the history of education to appreciate the field in which they have chosen to work, but they must not become so education-conscious that their minds are not free to concentrate upon the business of teaching Latin. They must not forget that all educational formulae are worthless unless they help make them increasingly humanistic in their relations with their pupils and make themselves more ardent humanists in their relation to their subject. Hence I strive to fan into a white-hot flame every smouldering fire, in order that I may be assured that every member of my class who takes up a teaching position really wants to teach.

KNOW YOUR SUBJECT

A teacher in a small country high school came to my office last summer and wanted my advice as to whether she should take a course in Caesar or enter my course in teaching. She had had only one year of Latin and had been asked to start a class in Caesar! I told her to take several courses in Latin before she ever attempted to teach the subject again. Hers is an extreme case, to be sure, but the country is full of principals and superintendents who cannot understand why a teacher should not be able to teach any course in Latin if she knows how to teach at all. And worse yet, some seem to think a teacher can teach any subject in the curriculum, if she can teach a little Latin! So I encourage my students to read Latin more widely and to take courses in high school and college Latin. For if an inexperienced teacher knows her Latin very well and has a keen desire to teach, about all that a teachers' course in Latin can do is to point out short cuts to the attainment of objectives, how to tell whether and when pupils have attained those objectives, how to avoid wasteful practices in the classroom, and how to organize and systematize the work so that a maximum amount of good will accrue from a minimum amount of effort.

SIX SECRETS FOR SUCCESSFUL TEACHING

I open my work each semester with six imperatives which, in my opinion, embody the principles of successful teaching in any subject. They are as follows:

- 1) Greet your pupils with a smile and keep the recitation hour cheerful.
- 2) Show your pupils that you are willing to work hard and that you expect them to reciprocate.
- 3) Have a definite program of work and a definite aim for each class and let the pupils in on this aim.
- 4) Hold fast to the old methods that have proved good, but be flexible enough to embrace all good new things.
- 5) Know your subject so well that neither pupil, parent, nor principal can criticize you.
- 6) Be physically fit so as to feel fresh at the close of the session.

EIGHT STEPS IN CLASSROOM PROCEDURE

I try to impress upon candidates for teaching positions the need of observing some eight steps in making

a proper approach to classroom work. These are as follows:

- 1) Create the proper atmosphere surrounding your class work.
- 2) Be at the door upon the incoming of each class and greet your pupils with a smile.
- 3) Be calm when you open your work.
- 4) Avoid indiscriminate talking on your own part and allow no pupil to interrupt another or yourself.
- 5) Be firmly and respectfully insistent upon good discipline.
- 6) Overlook small annoyances.
- 7) Avoid hurrying for the purpose of covering the assignment.
- 8) Give the class the proper kind of dismissal, unhurried and pleasant.

IMMEDIATE AND ULTIMATE OBJECTIVES

Most of us, I presume, who conduct teachers' courses, divide our work into two parts, the immediate and the ultimate objectives. I require my pupils to read extensively on the content and objectives of the various activities such as pronunciation, learning of vocabularies, inflections, syntax, translation, composition, tests, devices for stimulating interest, etc. I use the report of the Classical Investigation Committee as a basis for this for two reasons; first, because it is the first full report on the subject presented in systematic form; second, because the Committee has offered so many recommendations which run counter to good practice in the average high school that I am enabled thereby to drive home some important points about classroom procedure.

I assign readings based upon each of the above divisions, some twelve in number, totalling about one hundred articles, largely from the Classical Journal. I ask for a detailed study of the more modern Latin textbooks and even require my pupils to try their hand at book reviews. I make plain the fact that a good syllabus is a *sine qua non* for successful high school teaching and I ask my class to draw up a detailed outline of work for all four years of study.

Finally, I make my class acquainted with the vast amount of material which the Teachers Service Bureau has put at their disposal, requiring them to appraise the material and state how, in their opinion, it can best be used.

I spend considerable time in an effort to impress my pupils with the need of conserving time in the classroom. I point out the practices which a score of years of experience have convinced me are wasteful and implore them to avoid them. I try to show that unless the art of translation is properly taught, pupils fail to obtain all the benefits that accrue both for Latin and for English. I use the Leonard Translation Scale to show the steps from a ridiculously poor, meaningless translation to a good one in which the English is a thing of beauty. I try to show that comprehension must precede translation and I point out with specific figures the high coefficient of correlation between comprehension and translation, as shown in a study of the Ullman-Kirby Comprehension Test.

THE JOYFUL LATIN TEACHER

Finally, I point out, without undue sentimentality, that the teaching of Latin may be an exalted job and that the Latin teacher should never be ashamed to be teaching a language that many educationalists have termed "dead" and some even worthless. She should be a wise, discreet propagandist, should co-

operate with principal and parent, should be a good fellow with her pupils, and teach Latin as if she could not stop to think of getting married, although she might do so over any week end!

My Training Course for Latin Teachers

ALMIRA C. BASSETT, Maryville College, Tenn.

TWO THINGS THAT MAKE TROUBLE IN TRAINING LATIN TEACHERS

1. Persistence of the "vocabulary habit"

Many students are unable to read (i. e. comprehend, not translate) rapidly enough to work easily with large amounts of even the fairly simple Latin material. This is due perhaps to the old "word-hunting" habit, ingrained in beginning work. The grouping, thought-getting method apparently permeates secondary work slowly.

A college junior said to me recently, "I have been trying for more than two years to make the Latin 'read itself' to me, but the old habit clings."

Another said in surprise when we were discussing the Latin word order method, "Do you mean to say that a person could really read in Latin as you would in anything else, just to see what it says and not translate it?"

2. Lack of ability to handle the tools

Many of our college students are still playing a guessing game with some of the fundamental Latin forms and principles of functional syntax. Surely we have a golden opportunity to show our prospective teachers, from their own experience perhaps, the necessity of making needful drills not only interesting and worth while, but also thorough and repeated—not confined to the first year of high school alone. Perhaps we take too much for granted and think a thing presented in the past is necessarily made a permanent working capital. A teacher in high school algebra, however neither takes time nor is expected to teach the multiplication table. How much form work should college teachers be expected to do?

TWO THINGS THAT WOULD HELP YOUNG LATIN TEACHERS

1. More material dealing with practical suggestions on methods of teaching, which have been actually used and tested by Latin teachers,—such material as the Service Bureau furnishes. The young teacher is too often told by special texts and articles on Latin teaching to do certain things, but no concrete example is given to follow or adopt.

2. Wider use of this material by Latin teachers in service as well as in training. Many teachers in our smaller high schools seem to be uninformed of the help offered by the American Classical League and the Service Bureau, or else are uninterested. According to the Classical Investigation Report, however, these small schools form three-fourths of our public high schools and produce more than their proportion of future teachers.

TWO THINGS THAT WOULD ENRICH OUR COURSE

1. Greater stress on forming right habits of procedure from the first year of high school on, and the development of power with its attendant pleasure, even at the expense of early "covering the ground."
2. More demonstration work involving actual experience and less talking about things.

Notions on a Course in Methods of Teaching Latin

LESTER M. PRINDLE, Professor of Latin
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About a third of a recent book on methods is devoted to the justification of Latin study. It is well for a Latin student to know why Latin is worth studying. Even to list reasons and call them objectives is a harmless pastime. Western civilization cannot be fully understood without some knowledge of Latin—and of Greek. An analytic language like English can be best understood by contrast with a synthetic language like Latin, which happens also to furnish a large share of the English vocabulary. Latin needs no further justification. The reasons for Latin study may conveniently be treated in a course on methods, but their inclusion is due to convenience, not logic.

Information about publishers, books, periodicals, pictures, and maps is usually given in books and courses on methods. Doubt as to whether it properly belongs there has led some teachers to call their courses *Methods and Materials*. Such information should be specific, accurate, and up to date. In a small town the missing details cannot be found. In a busy life they will not be found. All information of this sort, however, should be mimeographed and distributed for reference.

In some books on the teaching of Latin there is much discussion of class room management, of the relation of teacher and pupil, of general principles of educational psychology. *Mutatis mutandis* the same might have been said of the teaching of history, or mathematics, or zoölogy. Those who would teach are quite properly required to take a course in psychology, even though this name is made to cover much questionable theory. The other material belongs in general courses in education. Much matter in special methods courses and education courses in general is merely an extremely dilute solution of common sense and common decency called by various high-sounding names. The methods of teaching a particular subject are the children of a marriage between the principles of psychology and the logical principles and relations inherent in the subject. There are no methods of teaching, only methods of teaching something to someone.

Major Topics Chosen by Students in a Course for the Training of Teachers at Teachers College in the Summer of 1930

In addition to the regular work of the course—each student was allowed to choose for special effort some topic which appealed to him as being interesting and highly useful for his special needs—something which he had always wanted to work up but for which he had never had time.

1. Enrichment of the Cicero course
2. The study of English words derived from Latin
3. Important Greek and Roman personalities and striking events described by Polybius
4. Latin suffixes
5. Contents of newer textbooks in the way of information concerning Rome and the Romans
6. A study of the newer first year texts with a view of noticing changes from the traditional in content and method
7. Stories from classical authors selected for use of pupils
8. A collection of passages from Livy suitable for classroom use
9. Characteristic virtues of the older Romans as seen in Plutarch's Lives (Book II)
10. Study of words in Romance Languages from the point of view of their Latin origin
11. The enrichment of Caesar (including pictures)

12. The reading of Livy in the Everyman's Library with a view to collecting passages which bring out vividly the strong points of the older Romans as to their attitude toward the state and fine characteristics in general
13. Background book with bibliography for Cicero and Vergil classes
14. Derivation from Latin of some Catholic terms in common use
15. Some problems in methods of teaching Latin
16. Collateral reading for the four years of Latin study in high school
17. Correlating Latin with work in other departments
18. Roman ideas which furnish a background for intelligent American citizenship
19. A Cicero notebook as a background for the teaching of Cicero
20. Selected passages from Cicero suitable for comprehension practice
21. Methods in first year Latin
22. A Roman life exhibit
23. Some phases of Roman life particularly interesting to first year Latin pupils
24. Things I want to know about and perhaps use in the teaching of Cicero
25. A study of certain tests in writing Latin given to beginning students to determine the most common difficulties upon which more stress should be laid
26. Things I want to know about and perhaps use in my teaching of Caesar, Cicero, and Vergil
27. The personality of Caesar
28. Outline of course of study suited to the school in which I am teaching
29. The influence of Roman life upon modern civilization
30. A study of 5000 words derived from Latin found in some non-technical article
31. A study of certain books for the enrichment of the historical-cultural background of Latin
32. An exploratory course
33. Correlation of English spelling and high school Latin
34. Description in the first six books of the Aeneid
35. Background material based upon the reading of several English books with a view to enlarging the knowledge side of the historical-cultural field
36. Methods of teaching translation
37. Background work in Roman life and history suitable for first year pupils, or, what the first year pupil should know of Roman life and history
38. Outline of a Latin course
39. Stories from classical authors which are interesting to Latin pupils
40. An organization of material dealing with a historic background of Rome
41. The newer program and a study of new third and fourth year textbooks
42. Some ways of meeting varying ability in the classroom
43. Background material useful in the teaching of Vergil
44. The teaching of junior high school Latin
45. Classified index of articles in Latin Notes, Supplements, and Bulletins for 7 years
46. Historical-cultural background of first and second year Latin (including organization of material). Read classical novels for help.
47. Personality of Caesar (Read T. Rice Holmes' "Caesar's Conquest of Gaul.")
48. A study of the Aegean civilization

49. A background course for Cicero students
50. Background of Roman life in Caesar, Cicero, and Vergil
51. A study of classical mythology

What Kind of a Teacher's Training Course did This Boy's Teacher Have?

LATIN, THE SUBJECT THAT INTERESTS ME MOST

By SEYMOUR RISIKOFF, a senior in the Manual Training High School, Brooklyn, New York

In the summer of 1924, the last year of my public school life, a blank slip of paper was placed before me. On this I was asked to check the name of the language I wished to take in Manual. With no hesitation I placed a cross next to Latin.

Now it might be supposed that I must have deliberated this question carefully and had some reason or other for so selecting. Perhaps I thought it was broadening, would give me culture, would teach persistence? No, emphatically no! I took Latin because everyone told me not to, because it challenged my self-respect.

This is the first emotion that Latin excites, a challenge to your brains, a defiance of your pride. Everyone said, "Don't take Latin! It's terrible! You'll never pass it." And the more they said it, the more did it become pictured in my mind as a sneering, mocking, insistent obstacle to my self-content. So I chose Latin.

My first year was dull. The work did not interest me. Grammar, more grammar, some more grammar. However the dullness only served to accentuate the intensity of my desire to conquer Latin. I regarded this dull work as one of the artifices by which I was being slowly and surely forced to drop this subject. I was not pleased.

The second year was vastly different. Here was a story to translate. Battles, plots, murder, written by a renowned soldier. Clear, concise accounts of the penetration of a wild country, the crossing of the Rubicon, the conquering of savage and fierce peoples. Here was something material. I was pleased.

The third year of Latin found me enthusiastic. It was full of pulsing life—the story of a dissolute noble, plotting for the overthrow of Rome, the greatest city in the world; his natural, sure, overwhelming defeat by a master mind. Cicero's reasoning left me breathless. His logic demolished opposition. Oh, yes, I liked my third year of Latin.

I entered upon my fourth year with pleased anticipation. Vergil and his Aeneid! One of the greatest epics of literature! A brilliant piece of work, sparkling with literary gems! I was completely subdued.

I began Latin with the desire of conquering: I finished, conquered. And yet I am sure I came off all the better for my conflict. It opened new realms of literature to me: it gave me the persistence to conquer these realms. I learned of one of the first religions of man, his primal urge to bow down before forces he could not understand. I learned—but what need to enumerate the values! Latin has proved to me an interesting, fascinating, gripping subject; and I wish that I could tell all students this to rescue them from the bogies who cry, "Noli tangere!"

ANNOUNCEMENTS

The Service Bureau has received a shipment of scrapbooks bearing the title "Roman Life" which are similar in size to the other two which have been on sale for some time, namely "Vergil" and "Practical Uses of Latin." Price \$1.35.

Information concerning a private summer cruise along the Dalmatian coast and among the islands of the Ionian and Aegean Seas, known as "The Odyssey Cruise," may be obtained from the director, B. D. MacDonald, 52 Vanderbilt Avenue, New York City. Rate, New York to New York, varies between \$990 and \$1557, depending upon whether tourist or first class Atlantic accommodations are used.

An attractive leaflet entitled "Roman Vergil," an article by Dr. Perley Oakland Place of Syracuse University, has been presented to the Service Bureau. Since it is a reprint from *The Alumni News*, Syracuse University, December, 1930, it is possible that a copy may be secured by readers who are interested in collecting material of excellence for their "Bimillennium" files.

By formal enactment of the State Board of Education Greek has been restored to the curriculum of the Michigan State Normal at Ypsilanti. Miss Clara Allison has a fine beginning class.

The School of Classical Studies at the American Academy in Rome will be concerned during the summer session with the study of Cicero, Caesar, Vergil and Horace in their setting of the history, monuments, letters and life of Rome. Excursions will be made to the Roman sites. For other information, address the director, Professor Grant Showerman, 410 N. Butler Street, Madison, Wisconsin.

A set of 17 postal cards bearing interesting pictures of Vergil and scenes connected with him and entitled *Cartoline Commemorative, Bimillenario Virgiliano*, Mantova, 1930, may be secured for 5 lire by addressing L'Artistica, A. Bedulli, Corso Umberto, Mantova, Italy. From the same shop one may secure for 10 lire a set of 20 postals entitled *Venti Xilografie Virgiliane*. These illustrations with one exception go back to drawings made in 1507. Two brass medals about an inch in diameter are sold by the same man, both bearing the head of Vergil on one side and a classical design on the other. One of these is listed at 1½ lire.

A file of leaflets entitled "Word Study" published by the G. and C. Merriam Company of Springfield, Mass., has been presented to the Service Bureau. Latin teachers may like to know that this will be sent free of charge to interested instructors of English and Latin, as well as to librarians. It is published four times during the school year. A prospectus of a manual entitled "The Greek Element in English Words," written by John C. Smock but edited by Dr. Percy W. Long and to be published by the Macmillan Company, accompanied the leaflets on Word Study. Part I lists approximately 130,000 English words with the Greek source and Part II reveals the way in which the chief Greek sources of English words have been used.

HOW TO MAKE A BULLETIN BOARD

Quotation from a letter to the Service Bureau

In our new High School building for some reason or other bulletin boards were omitted. I was forced to improvise my own. I purchased 45 inches of green burlap. Then I hemmed the ends through which I inserted metal curtain rods (round with brass knobs). This gave weight and tended to keep the cloth firm. The janitor put up several sets of hooks so I could easily move the cloth from place to place in my room. (Black tape was used for hangers.) Others saw it and

soon almost every teacher had made one of her own. Visitors have remarked about it and urged me to pass the idea on to the Service Bureau. Perhaps the plan is not new to you. I have seen the burlap framed for bulletin boards—but these proved too expensive and also difficult and inconvenient to handle, whereas the rod-type can be easily managed and can be rolled up for the summer. The total cost is less than one dollar.

IRMA E. HAMILTON
Senior High School, Wilksburg, Penna.

BOOKS AND PAMPHLETS

Two booklets entitled "Latin Constructions Simplified" and "Latin Scanning Simplified," prepared by ALBERT E. WARSLEY of St. John's College High School, 666 Hancock Street, Brooklyn, New York, are designed to render concrete aid to young pupils. Teachers will be interested in looking over the pages. Address the author. Price 25 cents each.

An interesting book entitled "Mediaeval Latin Hymns" by HELEN WADDELL has recently been published by Richard R. Smith, 12 East 41st Street, New York City. Classical scholars will enjoy its pages. Price \$5.00.

The Bureau is often asked for the title of a book which gives pronunciation, derivation, and definition of terms in science. This information is furnished by "A Dictionary of Scientific Terms," prepared by I. F. and W. D. HENDERSON and published by D. Van Nostrand Company, 250 Fourth Avenue, New York City. Price \$4.80.

Mr. O. J. Kuhnmuensch, S. J. of St. Louis University, St. Louis, Mo., is selling for 2½ cents per copy (or \$2.00 per hundred) his small printed leaflet entitled "Aids for the Rhythmic Reading of Vergil."

Gould's New Medical Dictionary gives the definition and derivation of terms used in the study of medicine. As most of these are of Latin or Greek origin, readers of Latin Notes may like to know that it is published by P. Blakiston's Sons and Company, 1012 Walnut Street, Philadelphia, Pa. Price \$7.50.

MATERIAL FOR DISTRIBUTION

I. In Mimeographed Form

409 items will be lent for postage only. Sale price 5 cents as a rule. Leaflets containing titles will be sent out free of charge.

II. Latin Notes Supplements

The 48 Supplements now available are sold for 10 cents as a rule. For a list of titles, write for Leaflets I-VI (sent free of charge) or consult the various issues of Latin Notes.

III. Bulletins

XXIV. The Writing on the Wall—Some Pompeian Graffiti. Contributed by HELEN W. COLE, Philadelphia, Penna. Price 25 cents.

Bulletins I-XXIII (with the exception of I-II) are available.

XXV. The Service Bureau for Classical Teachers—An Account of Its Aims and Activities.

IV. Pictures

Paper prints of 62 photographs contributed by members of the Vergilian Cruise of last summer (3¼ inches in width as a rule) may be purchased from the

Service Bureau for 5 cents each. If ordered in quantities of 25, 50, or 100, suitable discounts will be given. A list of titles with names of the contributors appeared in the February issue of Latin Notes. A set dealing with Rome and the Romans is in process of preparation.

Query

Are readers of the NOTES interested in seeing from time to time a summary of available Service Bureau material listed under the heading of important topics?

AMERICAN CLASSICAL LEAGUE PUBLICATIONS

Vergilian Map

In five colors, size 24" by 36", showing the Wanderings of Aeneas. This beautiful map has been issued in connection with the Bimillennium Vergilianum, the great celebration which the League is fostering in honor of the poet Vergil. It is suitable for framing and will be a useful ornament in any Latin school room. \$1.00 postpaid.

Roba D'Italia

Professor George Meason Whicher has just published ROBA D'ITALIA, a volume of poems reprinted from his *Roman Pearls* and from *On the Tibur Road* by him and Professor G. F. Whicher. The book contains charming translations, renditions and parodies of thirty-six odes of Horace and other delightful bits of verse under "Vergiliana." The regular price of this book is \$1, plus postage. Special price to League members is eighty cents, postpaid.

The Lure and Lore of Archaeology

This book, by Ralph V. D. Magoffin, presents a rapid view of the achievements of archaeology in many fields; of its colorful and romantic history; of its methods; how the archaeologist goes about his task; how he interprets what he finds. 85 cents postpaid.

Vergilian Stamps

Eight differently colored Italian stamps issued in honor of the Bimillennium Vergilianum. Each one carries an illustration which relates to the two-line quotation from Vergil at the bottom of the stamp. 35 cents the set, postpaid.

Andivius Hedulio

Adventures of a Roman Nobleman in the Days of the Empire. By Edward Lucas White. A racy and entertaining story which is also a "literal reproduction of the most wonderful society that the ancient world ever saw." Publisher's price, \$2.50; special price to League members, \$2.00, postpaid.

Little Plays from Greek Myths

By Audrey Haggard. Four plays with directions for production and acting. The plays are: Pomona, Midas, Philemon and Baucis, Aurora and Tithonus. Suitable for children. Book contains illustrations and music. Price, 45 cents, postpaid.

Everyday Life in Rome

By Treble and King. A little book on Roman life intended for pupils beginning the study of Latin. Written in simple language and replete with illustrations. The book should prove a stimulus to the study of Latin in high schools. Price to League members, 80 cents, postpaid.

NOTE: If payment is made in postage, we should appreciate it if stamps of a higher denomination than "twos" are sent.

Order from

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